# Leadership Behaviour of a Boarding Schools in Indonesia

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## Abstract

Effective leadership will be seen from his exemplary behaviour. Leadership behaviour greatly determine its success in leading an organization and its members, so that the commands and directions given will be carried out as well as possible by its members. The research aimed to describe leadership behaviour of a boarding-school in Indonesia. This study used a qualitative approach with a case study design, and it was conducted in Indonesia, particularly in eight faculties Universitas Darussalam Gontor, Ponorogo, East Java, Indonesia. Data collection techniques in this study were interviews, observation, field notes, and documentation, and to validate the data used a credibility technique. The data validation through the credibility technique was carried out by conducting triangulation, checking members, and improving the persistence and adequacy of reference materials. Research data will be analysed through four interrelated activity pathways, namely: data collection; data condensation; data presentation; and conclusions. Findings of this research were leadership behaviour shows the servant leadership style. Characteristics of leadership behaviour of a boarding-school are leaders who can reflect a visionary personality, firm stand, good listener, empathy, credibility, attention, persuasion, conceptualization, responsibility, calm, commitment, humorous, religious, fair, patient, honest, open, and trust. Leadership behaviour of a boarding-school in Indonesia: an psychology perspective shows melancholy (defensive) and phlegmatic (low profile) attributes.

**Keywords:** Leadership behaviour; servant leadership; psychology perspective.

## Introduction

The position of a leader is needed in an organization; this is because the leader has an active role in motivating, influencing, and mobilizing others in achieving specific goals (Eyal & Roth, 2011; Khattab, van Knippenberg, Pieterse, & Hernandez, 2020). Leadership is the ability of individuals to use their authority to govern other individuals, which in achieving organizational goals need the support and assistance of other individuals (Fenwick & Johnston, 2020). This is confirmed by the results of the study, which states that if the deans were able to perform their leadership well, it could mobilize the organization effectively (Canterino, Cirella, Piccoli, & Shani, 2020; Drucker, 2019; Wiyono, 2016). Based on this statement, it can be interpreted that the success of the faculties in universities in achieving their educational goals and objectives is very dependent on the dean's leadership.

One of the challenges often faced by the dean's leadership in leading his faculty is how he can influence other individuals (Kim & Beehr, 2017; Worrall & Kjaerulf, 2019). Effective deans faculty leadership is the ability of the dean to control its members (lecturers, education staff, and students) to be willing to contribute to exerting their best skills in achieving organizational goals based on the strength of their behaviour. (Haslam & Reicher, 2016; Wiyono, 2013), and use various styles and approaches in leading, according to internal conditions and external challenges they face (Quinlan & Hone, 2020). According to Northouse (2018), the dean's leadership in leading his faculty consisted of several approaches, including a psychology approach; skill approach; contingency approach; and style approach.

A psychology approach to leadership is the ability of a leader to behave and have a concrete personality towards its members and bring the desire of their members to emulate and follow them (Haslam, Reicher, & Platow, 2010). It exudes a particular influence, strength, and authority to make a group of individuals willing to do what they want willingly, passionately, and inner satisfaction (Derue, Nahrgang, Wellman, & Humphrey, 2011). The dean leadership behaviour: an psychology approach is an approach that is used to see the dean's behaviour in leading members and faculty in terms of decision making; communication; motivation; and emotional intelligence (Coleman & Glover, 2010). According to Yukl (2010), the behaviour of a leader greatly determine its success in leading an organization and its members, so that the commands and directions given will be carried out as well as possible by its members. This means to be a successful

deans leadership in leading members and faculty is mostly determined by the ability of his behaviour (Hidayah, Ramli, & Hanafi, 2018).

Effective deans faculty leadership will be seen from his exemplary behaviour in leading members and faculty (Burhanuddin, Supriyanto, & Adi, 2018), for example, the dean's mastery of his skills in solving problems and evaluating the conditions in his faculty (Northouse, 2018) and the ability of the dean to communicate interpersonally with members within the faculty (Yulikhah, Bukhori, & Murtadho, 2019). According to Ukpong (2018), effective deans faculty leadership is leadership that can ensure the job satisfaction of its members which significantly impacts on improving the image of its faculty performance. According to Bouckenooghe, Zafar, & Raja (2015), the deans faculty leadership an psychology perspective is thought is about possessing personal characteristics and his traits, and indicated his self who proactively seeks to influence his members' ethical conduct for increasing their performance.

The results of the study have also shown that the dean's leadership behaviour: an psychology perspective will not be separated from the behaviour that reflects in influencing, motivating, and leading members in the environment of his organization (Kalshoven, Den Hartog, & De Hoogh, 2011; Saleem & Naveed, 2017; Walumbwa & Schaubroeck, 2009). Therefore, this study becomes an exciting thing, because it aims to describe dean's leadership behaviour of a boarding school in Indonesia: an psychology perspective.

## METHOD

This study used a qualitative approach with case study design. The research aimed to describe leadership behaviour of a boarding school: an psychology perspective, based on facts and data obtained during field observations. However, the approaches and methods in this study are not intended to generalize any theory, explanation or model. This research was conducted in Indonesia, particularly in eight faculties at Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia. The subjects in this study were three deans' faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia as the main subject, three lecturers, three educational staff, and three students. According to Ulfatin (2015), in qualitative research, the researcher acts as a critical instrument that is obliged to present himself directly at the research location for primary data collection, so in this study, the researcher himself acts as a crucial instrument (primary) and data collection instrument.

Data collection techniques used in this study were interviews, observation, field notes and documentation. These techniques are the basic techniques in qualitative data collection, which aim to produce data description in oral, written, and photographic forms that will provide an overview of the observed behaviour, nature, and characteristics of research objects (Sugiyono, 2015). The data validation through the credibility technique was carried out by conducting triangulation, checking members, and improving the persistence and adequacy of reference materials. After the data obtained, then analyzed in stages, data analysis is done before entering the field, while in the area, and after completion in the area. Analysis of the data used in this study consisted of: data collection; data condensation; data presentation; and conclusions (Miles, Huberman, & Saldaña, 2014).

## RESULT

### Leadership Behaviour of Boarding School Style

The behaviour reflected by the dean in leading the faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia is to speak and behave ethically, acting as a representative of its members; reduce the irregularity of the existing system; form concepts, ideas and ideas; pay attention to the welfare of its members; prioritizing and prioritizing the interests of its members; help its members grow and succeed, and create value for its members in a learned and conscious manner. The leadership described by the dean is servant leadership, namely the ability of individuals to serve their members by always prioritizing, empowering, and helping them, to develop their capacities and qualities in a *kaffah* (profound). Dean's service leadership behaves ethically because the dean has the responsibility to pay attention to its members, serve them, and make decisions that are relevant to them, and beneficial, and do not harm their well-being, and prioritize the development of their potential towards success. The following is an interview transcript from the lecturer:

- **Researcher:** Is the dean faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia able to overcome the problems of their members and provide support for them?
- **Lecturer 1:** The dean has a unique approach in overcoming the problems of its members when we convey the issues we face; he listens attentively from every word we carry. After that, he tried to explain the solution we had to take to overcome our problem. And sometimes it also gives motivation and support to us to keep the spirit in carrying out *tridarma* in faculties Darussalam University of Gontor, Ponorogo, East Java, Indonesia.
- **Lecturer 2:** The dean faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia not only acts as the top leader of the Faculty, but we also consider him our father, because he is very concerned about every lecturer in the faculty, such as when we have personal problems that we might not deserve, but he wants to listen and give a right solution. And his leadership style in the faculty is no longer like a boss and subordinates but is like a father and son.

The dean faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia showed leadership that served, the dean tried to be sensitive to the problems faced by lecturers, education staff, and students, and he often tried to provide happiness for them. That includes understanding the issues faced by lecturers, education staff, and students and is willing to take the time to solve their problems. The dean leads the faculty with a full commitment to the growth and success of the lecturers, education staff, and students, so that they can grow and succeed, both personally and professionally. Also, the dean is also a person of altruism who prioritizes the welfare of faculty and its members in its plans. The dean's altruism behaviour can be seen from the activities and activities that he does such as mentoring, team formation, the practice of empowering the education and student staff, and responsible behaviour for those entrusted to him.

The responsibility of the dean as the top leader of faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia is carried out well, by trying to pay attention to its members and always to help its members to achieve success in implementing the *tridarma* of Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia. In carrying out these responsibilities, the dean tries to be cautious, open, honest, and fair with lecturers, education staff, and students and the faculty, in particular, this is because he trusts the faculty for the greater good and trust of the community. The dean's behaviour refers to the assistance given to lecturers, education staff, and students to reach their full potential and become people who have self-actualization. The following is an interview transcript from the lecturer:

- **Researcher:** Did the dean help all members of faculties to grow and be successful in running the *tridarma*?
- **Lecturer 2:** Every Tuesday, there is a weekly meeting to discuss the programs and activities of faculty *tridarma*; discuss problems and difficulties in carrying out these programs and activities; and discuss solutions that can be taken to resolve them. He is more open, honest, and fair, and often gives us feedback, when solving problems that exist together, without the pressure and mutual judgment.
- **Lecturer 3:** He prioritizes lecturers, education staff, and students, including placing the interests and success of lecturers in *tridarma* more than the benefits and achievements of the dean himself. Not infrequently he quit his duties at the faculty, only taking time for us to complete the *tridarma* activities that we had to complete, especially in the field of research and community service.

Based on the description, it can be understood that leadership behaviour shows servant leadership style, with two behavioural dimensions, namely: (1) the initiating structure dimension, in this case, the dean's response is shown by speaking and behave ethically, reduce the irregularity of
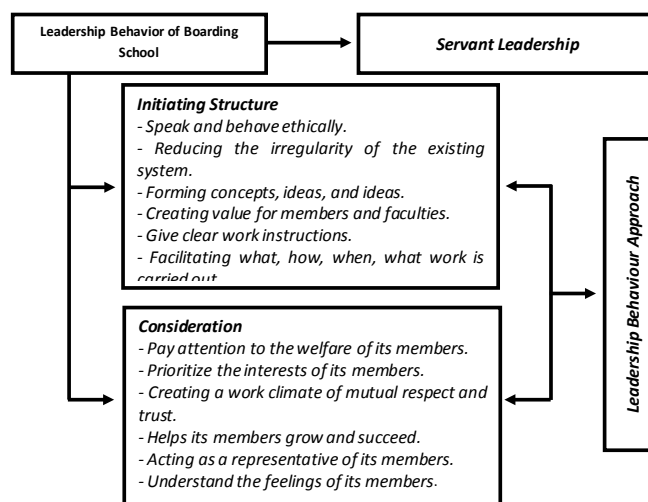


**Figure 1:** Leadership Behaviour of a Boarding School Style

the existing system, form concepts, ideas and ideas, create value for members and faculties, provide clear guidance to members, facilitate how, what, when work will be carried out, and (2) dimensions consideration, in this case, the dean's behaviour is shown by paying attention to the welfare of its members, prioritizing the interests of its members, creating a work climate that respects and trusts, helps its members grow and succeed, acts as a representative of its members, and understands the feelings of its members. Leadership behaviour of a boarding school style can be illustrated in the picture as follows :

## Characteristic of Leadership Behaviour of a Boarding School

The psychological characteristics of deans' faculties leadership at Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia reflect the visionary personality, credibility, trust and commitment to the growth of its members. The figure shown by the dean is a person who emphasizes service and puts the satisfaction of his members beyond himself and influences his members by providing the example, guidance, and training needed by them. The characteristics of the dean represent individuals who strive for mutual success, are not selfish in leading, do not demand perfection from their members, and are not pessimistic in developing their members. Also, the characteristics of the dean are manifested through the priority of interests and care for members and faculties, which are mostly demonstrated by developing and empowering all members of faculties, both lecturers, education staff, and students. The following are excerpts of interviews with education staff and students :

- **Researcher:** How are the care and encouragement given by the deans for lecturers and education staff, both in solving their problems or providing support to them?

- **Instructional staff:** *Alhamdulillah*, the dean always gives more examples and attention to every faculty activity, or study program. He is an honest person, as is. He also gave a quick response to the problems we faced, both personal, faculty and study programs. He also always provides support and encouragement by not discriminating between lecturers and education staff, in his eyes, all the same, he always said, we are faculty fighters. Especially for our educational team, he encouraged us to increase the potential and actuation of both academically and non-academically.
- **Researcher:** How concerned the dean faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia in helping students who have academic and non-academic problems?
- **Student:** We are very fortunate to have a dean who is very caring and considerate of his students. He was not ashamed to greet us both inside and outside the classroom and did not hesitate to ask about the difficulties we faced during lectures. He was also calm and patient in listening to our complaints as students in faculty and providing solutions to the challenges we faced. He also always motivated us to graduate four years, no more than that, and still led us to think critically about an issue. And what we admire from the dean is that he is good at explaining a field of science and its application in life and us as students are always invited to think broadly and deeply for a problem.

The deans' faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia has a proven and proven role model and honesty. This is supported by the background of the dean who is not only the leader of faculty and lecturer, but also concurrently as a teacher at the Pondok Modern Darussalam Gontor, Ponorogo, East Java, Indonesia. The Dean always strives to emulate the values and teachings obtained from the *Kiai* (top leader) of Pondok Modern Darussalam Gontor, Ponorogo, East Java, Indonesia (religious) in leading the faculties. One of the slogans of the Pondok Modern Darussalam Gontor, Ponorogo, East Java, Indonesia is used by the dean to increase the confidence of its members and also to increase the effectiveness and teamwork in the faculties environment, namely "*bondo bahu pikir lek perlu sak nyawane pisan*" and "*rawe-rawe rantas, malang-malang putung, demit ora ndulit setan ora doyan*", and many others. Also, the dean always tries not to judge his members directly if the responsibilities carried out are not following the established Standard Operational Procedure (read: SOP). The following is a sample transcript of the interview with the one of dean faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia :

- Researcher: How do you deal with lecturers and education staff who do not carry out responsibilities following the established SOP?

- Dean: First, we explain that carrying out the task has rules, and those rules must be fulfilled. Second, if you understand it, but you still don't want to understand it, the term "doesn't work", then we will give a warning because everything has rules.
- Researcher: How do you deal with lecturers and education staff who do not want to accept the responsibility that you give?
- Dean: Means he has termed denying himself and his duties. We will give a reprimand, the first stage of the review is if you become a lecturer and educational staff like this and so, his responsibilities are like this, and thus, of course, there are stages. If that doesn't work, then we give the loudest reprimand, to the request to resign and dismissal from the lecturers and education staff. However, all that was done in stages was not instant, immediately told to get out.
- Researcher: How do you deal with lecturers and education staff who have problems, both personal questions and faculty questions?
- Dean: First, we will sort out the personal problems or problems that exist in the faculty work environment. If it is a private matter, and we cannot enter it, then that is a particular problem, he must solve it himself, such as a domestic problem. Then others, if there are lecturers who do not have a match, for example, we find it, even though we seek it secretly. Second, related to faculty, we take a task approach, meaning that it is more likely to enter the *kaffah*, because this is the faculty area, so if there are problems because of negligence in working, we will give a warning with stages. However, if the problem is due to ignorance about the completion of the task, then we will educate, and we will upgrade the ability to help the problem.

## Leadership Behaviour of a Boarding School Model: an Psychological Perspective

In the framework of leadership behaviour a boarding school: an psychology perspective, the deans leadership shows that: (1) melancholy (defensive) attribute, because the dean's personality type has an excellent ability to solve and analyze problems faced by faculties, study programs, faculty members, and himself, and the dean has the essential nature of being a thinker; and (2) phlegmatic (low profile) attribute, because the dean's personality type has an excellent ability to control his emotions, by not showing his members or outside faculty, and likes to make his members happy with the work done in the faculty, and trying to provide support and encouragement to its members. Leadership behaviour a boarding school: an psychology perspective can be illustrated in the picture as follows in Fig. 2.:

Deans leadership behaviour a boarding school: an psychology perspective is a reduction in positive behaviour,
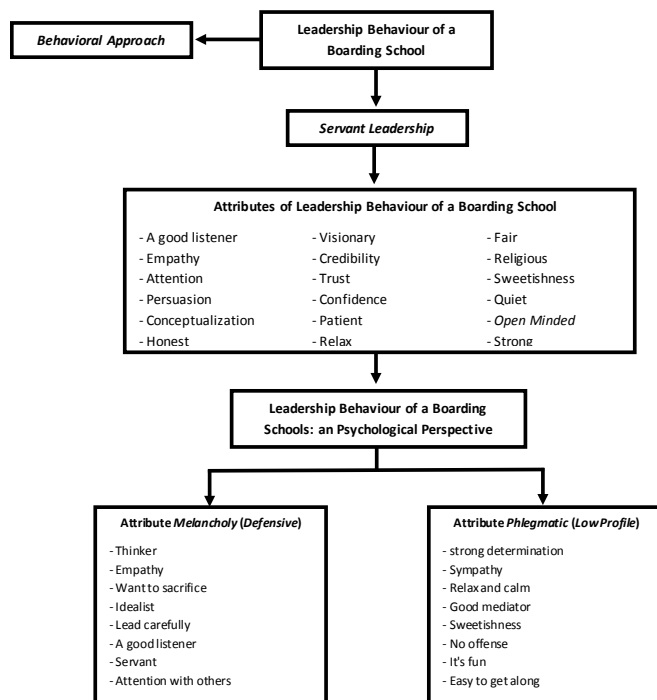
**Fig. 2:** Framework for Leadership Behaviour of a Boarding Schools: an Psychological Perspective

the spirit of the deans leadership behaviour attributes is good behaviour, art, ability (ability), a technique to make its members willing to follow and obey everything he wants, make his members feel so enthusiastic and eager to follow him, even willing to sacrifice for his deans and faculties. The dean's leadership attribute emphasizes more on the behavioural, intellectual, social, and physical aspects of himself as a top leader of faculties Universitas Darussalam, Gontor, Ponorogo, East Java, Indonesia.

Based on the leadership behaviour of a boarding school attributes, as illustrated in Figure 2, makes a distinctive attribute of deans leadership behaviour in leading members and faculties, this is because the behaviour displayed by the dean is part of his personality image which reflects his various psychiatric symptoms. Leadership behaviour of a boarding school: an psychological perspective is all aspects of the deans leadership behaviour, which can be observed directly or indirectly, such as character, traits, temperament, habits, and type attributes. The dean's leadership behaviour attribute in subjective view is an attempt to understand the dean's faculties behaviour which is not only to vent the dean's desire of curiosity, but is useful to improve the quality of leadership, faculties, and members.

When referring to the findings of this study, leadership behaviour of a boarding school style: an psychological perspective is servant leadership, because the dean faculties Universitas Darussalam Gontor, Ponorogo, East Java, Indonesia starts his natural feeling to serve first. In leading

the faculty and its members, the dean strives to place the interests of the faculty and its members above self-interest and emphasizes the development of its members is more critical. And the dean is trying to show loud ethical behaviour in front of its members, based on the teachings and values obtained from Pondok Modern Darussalam Gontor, Ponorogo, East Java, Indonesia.

By becoming a servant leadership, the dean faculties Universitas Darussalam Gontor, Ponorogo, East Java, Indonesia is using less institutional strength and control; he is trying to shift his authority and power to be able to provide excellent service to its members. Servant leadership is very appreciative of its members because the dean tries to provide an opportunity for its members to directly experience interdependence, appreciation, trust, and individual growth. According to researchers, the components of leadership behaviour of a boarding school model: an psychology perspective are divided into two, namely: (1) melancholy (defensive) attributes, consisting of thinkers, empathy, willing to sacrifice, idealists, lead carefully, good listeners, devotees, devotees, and attention with others; and (2) phlegmatic attributes, consisting of the firm, sympathetic, relaxed and calm, a good mediator, humorous, not offensive, pleasant, and friendly.

## DISCUSSION

### Leadership Behaviour of a Boarding School Style

Based on the results of the research, showed that leadership behaviour of a boarding school, consisted of two acts, namely: (1) initiating structure behaviour (orientation to tasks and goals), consisting of speaking and behaving in a manner ethical; reduce the irregularity of the existing system; form concepts, ideas and ideas; creating value for its members; give clear work instructions; and facilitate what, how, when, what work is carried out; and (2) consideration behaviour (orientation to the relationship between a leader and its members), consisting of paying attention to the welfare of its members; prioritize the interests of its members; creating a work climate of mutual respect and trust; help its members grow and succeed; acting as a representative of its members; and understand the feelings of its members.

This first finding is in harmony with the servant leadership style. This leadership style is a style that focuses on leadership from the perspective of the leader and his behaviour (Northouse, 2018). *Servant leadership emphasizes that leaders pay attention to the problems of their members, empathize with them,* prioritize *them, and develop them* (Martin, 2019). By showing his behaviour in leading his members, the leader  has believed that the success of leadership is not solely determined by personal character. Still, rather much is determined by what leaders do (Wiyono,

2013). The effectiveness of leadership behaviour of a boarding school depends a lot on the behaviour it displays towards its members (Lin, Scott, & Matta, 2019).

According to McKee, Kemp, & Spence (2014), the effectiveness of leadership behaviour of a boarding school is (1) consideration behaviour, is the practice of leaders refers to perceptions of peer care, concern for the welfare of its members, openness to the ideas and ideas of members, build teamwork, mutual respect and trust, and the warmth of the relationship between the leader and its members; and (2) initiating structure behaviour, which is a leader behaviour that refers to the creation of regular organizational patterns, provides clear direction, support and encouragement to its members, emphasizes efficiency and effectiveness, regulates operational standards of corporate performance, and communication lines.. Based on the results of the research, states that effectiveness of leadership behaviour of a boarding school is (1) takes a process-oriented expression, namely: orientation of tasks and processes related to the practice of leaders to be able to have an impact on the organization through team-work development, openness in making decisions for its members, is responsible for what is done by its members, looking for each other as the primary motivation, and communicating and acting ethically (Lee, 2019; Page & Wong, 2000); and (2) people-oriented, namely orientation that prioritizes human relationships between leaders and members through caring and commitment in developing members, focusing on human relationships between leaders and members, prioritizing the welfare of members, helping members to develop talents and interests, and understanding the contents of the heart and the feelings of its members (Luu, 2019; Sokoll, 2014).

To strengthen leadership behaviour of a boarding school as explained above, needs to have definite mental and psychology conceptions. (Du Plessis, Wakelin, & Nel, 2015; Randel et al., 2018; Yildiz & Yildiz, 2016). Above all, the leader must strengthen his leadership with a philosophical foundation of life, and he must be sure that the work and tasks that will become the framework can advance members and develop further (Deshmukh & Chhanwal, 2020; Ma & Tsui, 2015; Wilson, 2014). Leadership behaviour of a boarding school also needs to increase his appreciation to his members, because this provides an opportunity for leaders and members to directly experience interdependence, satisfaction, trust, and individual growth (Northouse, 2018).

## Characteristic of Leadership Behaviour of a Boarding School

Characteristics of dean leadership psychology based on Islamic Boarding School shows that a dean is a visionary person, firm in his stand, a good listener, empathy, credibility, attention, persuasion, conceptualization, responsibility, calm, commitment, humorous, religious, fair, patient, honest, open,

and trust. This causes the leadership of the Dean of the Faculty of Tarbiyah Darussalam Gontor University to be able to be a humble person and have extraordinary influence and impact on its members. As leaders should be able to pay attention to the needs of their members, empower their members optimally and efficiently for the progress of their organizations, and wholeheartedly assist their members in developing the capacity and quality of their actualization and potential. (Sendjaya & Pekerti, 2010). The success of an organization in achieving its objectives depends on each behaviour carried out by the dean in giving direction and coordinating it to members of his organization (Danim, 2010).

Based on the results of the study, stated that the behaviour of a leader has a significant influence on the success of his organization (Harwardt, 2020). The importance of leadership behaviour for leaders is paramount for members to obey and obey every direction they give to them, and also influences the leader in exercising his authority and power in his organization (Sun & Shang, 2019). other than that, "behavioural leadership of deans become the key of the organization to achieve the goals and targets of the organization; decisive and crucial factors for developing organizational quality (Gunawan, 2017), and one of the positive effects of a leader's behavioural influence is trust employees with his good behaviour to him (Sendjaya & Pekerti, 2010).

A dean's leadership is a "key characteristic" that helps in focusing efforts on empowering members of the organization to achieve overall organizational goals (Al-Asadi, Muhammed, Abidi, & Dzenopoljac, 2019). In the context of corporate management, the attention possessed by the leader should be encouraged in aspects of the growth of its members, empowering its members, and developing mutual respect and trust (McCann, Graves, & Cox, 2014). According to Neubert, Hunter, and Tolentino (2016), behavioural leadership and his psychological are well-suited to increase the intrinsic motivation with new ways of solving problems, openness to the input of others, a commitment to members 'growth and concern for members' welfare. Also, according to De Waal and Sivro (2012), leadership characteristics which are viewed as an approach that can have a significant impact on organizational performance is servant leadership.

Leadership is often interpreted as a formal position in an organization, which demands to get facilities and services from the constituents that should be served (Wulandari & Fauziah, 2019). Although many of the leaders who were appointed as structural leaders of the organization, said that the position is a mandate, but in reality, exceptionally few leaders can be severe in carrying out leadership as leaders who lead with a conscience (servant leadership by heart), leaders who lead with the mind (servant leadership by ahead), and leaders who lead by hand (servant leadership by hand) (Rivai, Bacthiar, & Amar, 2013).

## Leadership Behaviour of a Boarding School: an Psychology Perspective

Based on the results of the research, showed that leadership behaviour of a boarding school, *first*, melancholy (defensive), is based on the results of research, indicating that the leadership behaviour of boarding school are good and effective, because as leader, deans' faculties Universitas Darussalam Gontor, Ponorogo, East Java, Indonesia can be the character of a leader who has a defensive nature. The defensive attitude in the attribute of melancholy is an attitude that pays attention to small things and tends to be detailed, thus making it too analytical; before the action, sometimes first do careful planning, so it is not a rash type of attitude and has a clear planning goal in his life (Damayanti, 2012). This attribute of melancholy consists of thinker, empathy, willing to sacrifice, idealistic, careful lead, good listener, devoted, and caring with others.

The melancholy (defensive) can be a good leader because the individual can read the feelings and contents of the members' hearts, care for their members, listen to the outpouring of their members, who are having problems, both personal and organizational issues, and can analyze and provide the best solutions to the issues faced by members and their organizations (Praditya, 2020). Also, leaders who melancholy tend to be careful in choosing friends, not sorting, but more aware of others (Rivana, 2019). As for the properties of the melancholy (defensive), According to Lubis, Sujanto, & Hadi (2017), consists of orderly, meticulous, neat, organized, mindful, sacrificial, idealistic, caring with others, good listeners, thinkers, and perfectionists.

Second, the phlegmatic (low profile) is the character of a leader who has a low profile. This low profile is the attitude of a leader who is calm and relaxed, so that he never seems disturbed, whatever the circumstances around him (Mumford, 2019). This phlegmatic (low profile) tends to be a peaceful person, likes peace, likes humor, is relaxed, is concerned with being together with everyone, friendship and mutual respect, gets pressure because of conflict, and control by procrastinating (Suryabrata, 2007). Phlegmatic (low profile) leaders tend to be relaxed at work, but persistently, if the work is successful, and not easily offend their members (Larsen & Buss, 2009). Phlegmatic (low profile), consisting of firm stance, sympathy, relaxed and calm, the mediator of a functional problem, ridiculing, not offensive, pleasant, and easy to get along.

The unique characteristics of a phlegmatic (low profile) leader are having good self-control, kindness, and peace of mind. These phlegmatic attributes have certain behavior's that never change so that they can adjust to other personalities (Maghfirah, Kuncara, & Asanti, 2019). Meanwhile, according to Ekstrand (2015), a person who has a phlegmatic (low profile) is a person who is relaxed and quiet and is also known as a person who is entirely peaceful, sympathetic, sociable, calm, and avoids conflicts. The characteristics of the phlegmatic (low profile) are as follows: patient, wise, cautious, peaceful, quiet, controlled, reliable, simple, persuasive, and caring (Lazar, 2020).

## Conclusion

Based on the results of the research, it can be concluded that (1) leadership behaviour of a boarding school style shows servant leadership, with two behavioural dimensions, namely: (a) initiating structure behaviour, consisting of speaking and behaving ethically; reduce the irregularity of the existing system; form concepts, ideas and ideas; creating value for its members and faculty; give clear work instructions; and facilitate what, how, when, what work is carried out; and (b) consideration behaviour, consisting of paying attention to the welfare of its members; prioritize the interests of its members; creating a work climate of mutual respect and trust; help its members grow and succeed; acting as a representative of its members; and understand the feelings of its members; (2) characteristics of leadership behaviour of boarding school are leaders who can reflect a visionary personality, firm stand, good listener, empathy, credibility, attention, persuasion, conceptualization, responsibility, calm, commitment, humorous, religious, religious, fair, patient, honest, open, and trustworthy; and (3) leadership behaviour of a boarding school: an psychology perspective shows: (1) melancholy (defensive), consisting of thinker, empathy, willing to sacrifice, idealistic, lead carefully, good listener, devoted, and caring with others; and (2) phlegmatic (low profile), consisting of the firm, sympathetic, relaxed and calm, a good mediator, humorous, not offensive, pleasant, and friendly.

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